**ENVIRONMENTAL ACTIVITIES SCHEME OF WORK FOR GRADE 3 TERM 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **3** | **ENVIRONMENTAL**  **ACTIVITIES** | **3** |  |

**TERM 3**

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| **Week** | **Lesson** | **Strand**  **Theme** | **Sub**  **Strand** | **Specific Learning Outcomes** | **Key Inquiry**  **Question(S)** | **Learning Experience** | **Learning**  **Resources** | **Assessment**  **Methods** | **Reflection** |
| **1** | **1** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to:  defining disposing state ways of disposing of waste in the community | How could we  dispose of waste in the community responsibly? | Learners to discuss  various types of waste in the community (avoid sewage and e- wastes) | Our lives  today Grade 3 page 120-121  Dust pins | Oral question how  the pupils dispose the waste. Observing how the pupils are  disposing waste in  the school |  |
|  | **2** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to:  in groups of two investigate ways in which waste is disposed in your school. | How could we  dispose of waste in the community responsibly? | Learners to discuss  various types of waste in the community (avoid sewage and e- wastes) | Our lives  today Grade 3 page 120-121  Dust pins | Oral question how  the pupils dispose the waste. Observing how the pupils are  disposing waste in  the school |  |

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|  | **3** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to:  in groups of two investigate the items that are disposed in the community and make the a list if the waste can be recycled, reused or landfill bin | How could we  dispose of waste in the community responsibly? | Learners to discuss  various  types of waste in the community (avoid sewage and  e-wastes) | Our lives  today Grade 3 page 122-123 | Oral question on  materials that are disposed in the school compound |  |
|  | **4** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to: participate in disposing of waste in the community | How can we  tell the community about disposing of waste properly? | Learners to watch a  video clip  on a waste dump site and identify the  various types of waste, how they are sorted  and disposed of responsibly Learners to reflect,  think and share ideas about types of waste and how they could be sorted and disposed of. | Our lives  today Grade 3 page 122-123 | Observing how the  disposing of waste in the community |  |
|  | **5** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to:  in group of two get involved in | How can we  tell the community about disposing of waste | Learners to watch a  video clip  on a waste dump site and identify the  various types of waste, how they are sorted | Our lives  today Grade 3 page 124-126 | Observing how the  disposing of waste in the community |  |

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|  |  |  |  | the community  and participate in disposing of waste in the community | properly? | and disposed of  responsibly Learners to reflect think and share ideas about types of waste and how they could be  sorted and disposed of. |  |  |  |
| **2** | **1** | Care for  the environ ment | Disposing  of waste in the commu nity | By the end of the  sub-strand, the learner should be able to:  discuss how to dispose waste responsibly to limit risks to self, others and  the environment | How can we  tell the community about disposing of waste properly? | Learners to  demonstrate sorting and disposal of waste in the community. | Our lives  today Grade 3 page 127-128  Dust pins | Oral question on  how to dispose waste responsibly. Assessment test  on disposing  waste in the community |  |
|  | **2** | Care for  the environ ment | Communi  cating messages On managing waste | By the end of the  sub-strand, the learner should be able to:  recognize persuasive messages on how to manage waste | How could we  communicate messages  on waste management | Learners to observe  messages on managing waste from different media | Our lives  today Grade 3 page 129  Printed | Oral question on  how to dispose waste responsibly |  |
|  | **3** | Care for  the environ ment | Communi  cating messages On managing waste | By the end of the  sub-strand, the learner should be able to:  Use hand, print and  electronic media to create | How could we  communicate messages  on waste management | Learners to discuss  ways of communicating messages on managing waste  Learners to be guided to create using different media | Our lives  today Grade 3 page 129  Dust pins | Observing the  message created by the pupils on how to manage waste in the community |  |

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|  |  |  |  | messages on how  to manage waste in the community |  |  |  |  |  |
|  | **4** | Care for  the environ ment | Communi  cating messages On managing waste | By the end of the  sub-strand, the learner should be able to:  use hand, print and  electronic media to create messages on how to manage waste  in the community | How could we  communicate messages  on waste management | Learners to discuss  ways of communicating messages on managing waste  learners to be guided  to create using different media | Our lives  today Grade 3 page 129  Dust pins Mobile messages Posters | Observing the  message created by the pupils on how to manage waste in the community |  |
|  | **5** | Care for  the environ ment | Communi  cating messages On managing waste | By the end of the  sub-strand, the learner should be able to: communicate messages on management of wastes in the community. | How could we  communicate messages  on waste management | learners to be guided  to create using different media persuasive messages on waste management  Learners to peer assess then display to the community the created waste management  messages. | Our lives  today Grade 3 page 129  Dust pins Mobile messages Posters | Observing the  message created by the pupils on how to manage waste in the community |  |
| **6** | **1** | Care for  the environme nt | Engaging  parents or guardians in waste manageme nt | By the end of the  sub-strand, the learner should be able to:  identify ways of involving parents or guardians in waste | How could we  involve parents or guardians in waste management | Learners to discuss on  ways of involving parents in waste management | Our lives  today Grade 3 page 129-130  Dust pins Mobile messages Posters | Oral question on  waste management at home. Assessment on waste management at home |  |

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|  |  |  |  | management |  |  |  |  |  |
|  | **2** | Care for  the environme nt | Engaging  parents or guardians in waste manageme nt | By the end of the  sub-strand, the learner should be able to:  in group of two identify ways of involving parents or guardians in waste management | How could we  involve parents or guardians in waste management? | Learners to discuss on  ways of  involving parents in waste  management | Our lives  today Grade 3 page 129-130  Dust pins Mobile messages Posters | Oral question on  waste management at home. Assessment on waste management at home |  |
|  | **3** | Care for  the environme nt | Engaging  parents or guardians in waste manageme nt | By the end of the  sub-strand, the learner should be able to:  Involve parents or guardians in  waste management | How could we  involve parents or guardians in Waste management? | Learners to discuss  with parents on various ways of managing waste and report back | Our lives  today Grade 3 page 129-130  Dust pins Mobile messages Posters | Oral question on  waste management at home. Assessment on waste management at home |  |
|  | **4** | Care for  the environme nt | Engaging  parents or guardians in waste manageme nt | By the end of the  sub-strand, the learner should be able to: appreciate the participation of parents or guardians in waste management | How could we  involve parents or guardians in waste management? | Learners to show case  ways of managing waste to parents or guardians during school events Learners to involve  parents or guardians in establishing simple waste management projects | Our lives  today Grade 3 page 130-131  Dust pins Mobile messages Posters | Oral question on  waste management at home. Assessment on waste management at home |  |

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|  | **5** | Care for  the environme nt | Engaging  parents or guardians in waste manageme nt | By the end of the  sub-strand, the learner should be able to: appreciate the participation of parents or guardians in waste management | How could we  involve parents or guardians in Waste management? | Learners to show case  ways of managing waste to parents or guardians during school events Learners to involve  parents or guardians in establishing simple waste management projects | Our lives  today Grade 3 page 130-131  Dust pins Mobile messages Posters | Oral question on  waste management at home. Assessment on waste management at home |  |
| **3** | **1** | Care for  the environme nt | Caring for  soil Planting trees to protect soil | By the end of the  sub-strand, the learner should be able to:  state the importance of planting trees | How do trees  protect the soil? | Learners to discuss the  importance of trees in protecting soil Learners to use varied stimulus material to observe how trees protect soil | Our lives  today Grade 3 page 132-133  Dust pins Mobile messages Posters | Oral question on  the importance of planting trees |  |
|  | **2** | Care for  the environme nt | Caring for  soil Planting trees to protect soil | By the end of the  sub-strand, the learner should be able to:  state the importance of planting trees | How do trees  protect the soil? | Learners to discuss the  importance of trees in protecting soil Learners to use varied stimulus material to observe how trees protect soil | Our lives  today Grade 3 page 132-133 | Oral question on  the importance of planting trees |  |
|  | **3** | Care for  the environme nt | Caring for  soil Planting trees to protect soil | By the end of the  sub-strand, the learner should be able to:  plant trees for soil protection | How do trees  protect the soil? | Learners to use varied  stimulus material to observe how trees protect soil  Learners to observe demonstration on planting tree seedling | Our lives  today Grade 3 page 136-137  Dust pins Mobile messages Posters | Oral question on  the importance of planting trees Observing how the pupils are planting trees |  |

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|  |  |  |  |  |  | to protect  (the seedlings to be planted where soil erosion is in progress)material to observe how trees protect soil |  |  |  |
|  | **4** | Care for  the environme nt | Caring for  soil Planting trees to protect soil | By the end of the  sub-strand, the learner should be able to:  in group of two plant trees for soil protection | How do trees  protect the soil? | on planting tree  seedling to protect (the seedlings to be planted where soil erosion is  in progress)  Learners to plant some tree seedlings to  protect soil | Our lives  today Grade 3 page 136-137  Mobile messages Posters Video clips | Observing how  the pupils are planting trees |  |
|  | **5** | Care for  the environme nt | Caring for  soil Planting trees to protect soil | By the end of the  sub-strand, the learner should be able to: demonstrate willingness to plant trees to protect soil for environmental sustainability. | How do trees  protect the soil? | Learners to plant some  tree seedlings to protect soil  Learners to share with parents or guardians how planting tree seedlings protect the soil | Our lives  today Grade 3 page 136-137  Mobile messages Posters Video clips | Observing how  the pupils are planting trees |  |
| **4** | **1** | Care for  the environme nt | Improving  soil | By the end of the  sub-strand, the learner should be able to:  Identify materials used to improve the soil | What do we  use to improve soil? | Learners observe  stimulus material to identify materials used to improve the soil(mulch from organic material, farm yard manure) | Our lives  today Grade 3 page 139-140  Mobile messages Posters Video clips | Oral question on  materials used to Improve the soil. Observing the material used to improve the soil |  |

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|  | **2** | Care for  the environme nt | Improving  soil | By the end of the  sub-strand, the learner should be able to:  In groups visit the nearby coffee  farm and Identify materials used to improve the soil | What do we  use to improve soil? | Learners observe  stimulus material to identify materials used to improve the soil(mulch from organic material, farm yard manure) | Our lives  today Grade 3 page 140-141  Mobile messages Posters Video clips | Oral question on  materials used to Improve the soil. Observing the material used to improve the soil |  |
|  | **3** | Care for  the environme nt | Improving  soil | By the end of the  sub-strand, the learner should be able to:  define seedbed discuss how to apply manure on a seedbed | What do we  use to improve soil? | Learners observe  stimulus material to identify materials used to improve the soil(mulch from organic material, farm yard manure) | Our lives  today Grade 3 page 142-143  Mobile messages Posters Video clips | Observe how the  pupils are applying manure on a seedbed |  |
|  | **4** | Care for  the environme nt | Improving  soil | By the end of the  sub-strand, the learner should be able to:  apply mulch on a seedbed | What do we  use to improve soil? | Learners to use varied  stimulus materials to observe how mulch and manure are used to care for soil. Learners to observe a  demonstration on how to mulch and apply manure  to a seedbed. | Our lives  today Grade 3 page 142-143  Mobile messages Posters Video clips | Oral question on  applying mulch on a seedbed Observing how  the pupils are  applying mulch on a seedbed |  |
|  | **5** | Care for  the environme nt | Improving  soil | By the end of the  sub-strand, the learner should be able to:  develop interest in caring for | What do we  use to improve soil? | Learners to observe a  demonstration on how to mulch and apply manure  to a seedbed.  Learners to mulch and | Our lives  today Grade 3 page 142-144  Mobile messages Posters | Oral question on  applying mulch on a seedbed Observing how  the pupils are  applying mulch on |  |

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|  |  |  |  | the soil for using  environmental sustainability |  | apply manure  to a seedbed  Learners to share with parents or guardians on the use of mulch and manure in caring for soil. | Video clips | a seedbed |  |
| **5** | **1** | Care for  the environme nt | Exploring  ways of collecting rain water | By the end of the  sub-strand, the learner should be able to:  identify ways of collecting  rain water in school and the community | How could we  care for water reservoirs | Learners to share  experiences on ways of collecting rain water | Our lives  today Grade 3 page 145-146  Mobile messages Posters Video clips | Oral question on  why its important to collect water |  |
|  | **2** | Care for  the environme nt | Exploring  ways of collecting rain water | By the end of the  sub-strand, the learner should be able to:  in group of two identify ways of collecting  rain water in school and the community | How could we  collect  rain water in school  and community? | Learners to share  experiences on ways of collecting rain water | Our lives  today Grade 3 page 146-147  Mobile messages Posters Video clips | Oral question on  why its important to collect water |  |
|  | 3 | Care for  the environme nt | Exploring  ways of collecting rain water | By the end of the  sub-strand, the learner should be able to: participate in protecting water | How could we  collect  rain water in school  and community? | Learners to identify  ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the | Our lives  today Grade 3 page 149-150  Mobile messages Posters | Oral question on  protecting water reservoirs in the community |  |

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|  |  |  |  | reservoirs in the  community |  | tap, regular cleaning) | Video clips |  |  |
|  | **4** | Care for  the environme nt | Exploring  ways of collecting rain water | By the end of the  sub-strand, the learner should be able to: participate in protecting water reservoirs in the community | How could we  collect rain water in school and community? | Learners to identify  ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular  cleaning) | Our lives  today Grade 3 page 149-150  Mobile messages Posters Video clips | Oral question on  protecting water reservoirs in the community |  |
|  | **5** | Care for  the environme nt | Exploring  ways of collecting rain water | By the end of the  sub-strand, the learner should be able to: appreciate the  need of collecting rain water for  domestic uses. | How could we  collect rain water in school and community? | Learners to improvise  means of  collecting rain water for use  Learners to inquire from parents or guardians on ways of collecting rain water and report back. | Our lives today Grade 3  page 149-150  Mobile messages Posters Video clips | Oral question on  why its important to collect water |  |
| **6** | **1** | Care for  the environme nt | Caring for  water reservoirs in the communit y | By the end of the  sub-strand, the learner should be able to:  identify ways of protecting reservoirs | How could we  care for water reservoirs? | Learners to observe  appropriate stimulus materials ways of protecting  water reservoirs (water tanks) | Our lives today Grade 3  page 152-153  Mobile messages Posters Video clips | Oral question on  why its important to collect water Oral question on protecting reservoirs |  |
|  | **2** | Care for  the environme nt | Caring for  water reservoirs in the communit y | By the end of the  sub-strand, the learner should be able to:  in groups of two identify ways of | How could we  care for water reservoirs? | Learners to observe  appropriate stimulus materials ways of protecting  water reservoirs (water tanks) | Our lives  today Grade 3 page 152-153 | Oral question on  why its important to collect water Oral question on protecting reservoirs |  |

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|  |  |  |  | protecting  reservoirs |  |  |  |  |  |
|  | **3** | Care for  the environme nt | Caring for  water reservoirs in the communit y | By the end of the  sub-strand, the learner should be able to: participate in protecting water reservoirs in the community | How could we  care for water reservoirs? | Learners to identify  ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular  cleaning) | Our lives  today Grade 3 page 152-153  Mobile messages Posters Video clips | Oral question on  why its important to collect water Oral question on protecting reservoirs |  |
|  | **4** | Care for  the environme nt | Caring for  water reservoirs in the communit y | By the end of the  sub-strand, the learner should be able to: participate in protecting water reservoirs in the community | How could we  care for water reservoirs? | Learners to identify  ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular cleaning) | Our lives  today Grade 3 page 152-153  Mobile messages Posters Video clips | Oral question on  why it’s important to collect water Oral question on protecting reservoirs |  |
|  | **5** | Care for  the environme nt | Caring for  water reservoirs in the communit y | By the end of the  sub-strand, the learner should be able to: appreciate the need to care for reservoirs in the community | How could we  care for water reservoirs? | Learners to visit the  community and participate in appropriate activities towards protection reservoirs  Learners to sing songs or recite poems supporting caring for water reservoirs. | Our lives today Grade 3  page 154-155  Mobile messages Posters Video clips | Oral question on  how to care for reservoirs in the community |  |
| **7** | **1** | Care for  the environme | Caring  For  Energy | By the end of the  sub-strand, the learner should be | How could we  promote energy | Learners to observe  multimedia resources showing ways of | Our lives today Grade 3  page 154-155 | Oral question on  how to care for reservoirs in the |  |

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|  |  | nt | Energy  conservati on campaigns in the communit y | able to:  state ways of promoting energy conservation in the  community | conservation? | promoting energy  conservation (light and heat energy) | Mobile  messages Posters Video clips | community |  |
|  | **2** | Care for  the environme nt | Energy  conservati on campaigns in the communit y | By the end of the  sub-strand, the learner should be able to:  state ways of promoting energy conservation in the community | How could we  promote energy conservation? | Learners to observe  multimedia resources showing ways of promoting energy conservation (light and heat energy) | Our lives  today Grade 3 page 154-155  Mobile messages Posters Video clips | Oral question how  to promote energy conservation in the community |  |
|  | **3** | Care for  the environme nt | Energy  conservati on campaigns in the communit y | By the end of the  sub-strand, the learner should be able to: participate in energy conservation campaigns in the community | How could we  promote energy conservation | Learners to reflect,  think and share their mideas on promoting energy conservation the community | Our lives  today Grade 3 page 154-155  Mobile messages Posters Video clips | Oral question how  to promote energy conservation in the community |  |
|  | **4** | Care for  the environme nt | Energy  conservati on campaigns in the communit y | By the end of the  sub-strand, the learner should be able to: participate in energy conservation campaigns in the community | How could we  promote energy conservation | Learners to reflect,  think and share their ideas on promoting energy conservation in the community | Our lives  today Grade 3 page 154-155  Mobile messages Posters Video clips | Oral question how  to promote energy conservation in the community |  |

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|  | **5** | Care for  the environme nt | Energy  conservati on campaigns in the communit y | By the end of the  sub-strand, the learner should be able to: appreciate the need  promote energy conservation in the  community. | How could we  promote energy conservation | Learners to compose  songs, poems, and create posters on energy conservation in the community. Then, pass the message in school and community events  Learners to gather information about energy conservation in the community from parents or guardians and report back. | Our lives  today Grade 3 page 154-155  Mobile messages Posters Video clips | Oral question how  to promote energy conservation in the community Observe what the pupils are doing to conserve energy |  |
| **8** |  |  |  | **REVISION ON**  **CONTENT** |  |  |  |  |  |
| **9** |  |  |  | **ASSESSMENT**  **TEST** |  |  |  |  |  |